






**Oakwood Primary Academy**  
**Learning Journey for this term and how you can support your child**




<b>Spring</b> Terms 2 and 3 - 2020	<b>Year Group</b> 3 and 4	<b>Theme</b> <b>Extreme Earth (Tremors)</b>
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Dear Parents and Carers,

Please find attached the programme of learning for your child this term. There are many ways in which you can help your child at school, but the most effective way is to show an interest and to encourage your son or daughter to talk to you about what he or she is learning in school. You will notice that the STEM (Science, Technology, Engineering and Maths) agenda is a key driver for our curriculum – the fundamental skills for success in these subjects will be focussed on and revisited.

<p><b>English</b></p> 	<p>Many of the English curriculum objectives this year will be delivered using a blended, thematic approach to teaching and learning. We will use opportunities which arise from learning in science to study and create non-fiction text types such as explanation and report writing. Similarly, our over-arching termly topic of the Extreme Earth will offer opportunities to develop critical reading skills and comprehension related to scientific documents, events and artefacts.</p> <p>Reading comprehension remains a key focus and children will have opportunities to expand their vocabulary through learning in the wider curriculum. Children will also use the REN accelerated reading scheme which tests their understanding of books they have read. We will be learning a number of spelling patterns in line with the National Curriculum expectations for Year 3 and 4 and will be tested weekly. Grammar is taught daily and within the specific context of the features of the text types being explored. Classes will begin with the genre of letter writing with a persuasive purpose. Following the non-fiction focus, we will continue writing narratives focussing on description of scene and character, including figurative techniques.</p> <p>This year, the whole school has moved handwriting to a fully cursive style which has begun well and is already showing a significant impact in both the pride and presentation within books, as well as aiding spellings. We will continue to practise this and embed cursive handwriting.</p>
<p><b>How you can help</b></p> 	<p>Reading to, and with, your child is one of the most important aspect of their learning and provides them with the skills and confidence to fully access their learning across the whole curriculum. Explaining and discussing new vocabulary and asking questions is especially helpful; this encourages your child to think about word meanings and deepen comprehension skills. Please try to read with your child daily and when reading the school reading book with your child to record your comments in their reading diary. Encourage your child to read a range of texts as well as their school reading books and encourage them to work towards</p>

	<p>their next target for the REN certificates. If applicable, please support your child with work related to Read, Write, Inc, such as reading the lists of words sent home every Friday. Encourage your child to write for different purposes, for example; a story, a shopping list, an invitation or an information booklet.</p>
<p><b>Mathematics</b></p> 	<p>Maths lessons are taught following the mastery approach to the curriculum. The system revolves around three key principles; fluency, reasoning and problem solving. Children will continue to develop their number sense supported by a wide variety of models, images and manipulatives designed to foster a broad depth of conceptual understanding. These principles are consistently applied to real world contexts and problems. In addition to the daily maths lessons, we use the online programme Times Table Rockstars to consolidate and increase rapid recall of number facts. The expectation is that by term five of year four, all 12 x 12 multiplication facts can be recalled within six seconds.</p> <p>We will be following the White Rose Maths programme of study which covers; Number: multiplication and division; Measurement: length, perimeter and area; Number: fractions; Measurement: mass and capacity and Number: decimals, across the two terms.</p>
<p><b>How you can help</b></p> 	<p>We cannot emphasise enough the importance of your child learning their times tables. Please practise these at home. If possible, encourage the children to use Times Tables Rockstars; <a href="http://www.ttrockstars.com/login">www.ttrockstars.com/login</a>. Children can play a variety of times table games. In the Garage game children can play using times tables set by their teacher whereas, the Studio section will go up to 12x12. Children can earn certificates by playing in the Studio section these achievements are shared at our Celebration Assembly. Where possible please discuss time with children showing them digital and analogue clocks. Additionally, please encourage your child to add and subtract numbers both mentally and using columnar methods (the method most adults would have learnt at school). Please keep an eye on newsletters and on the website for maths updates and links.</p>
<p><b>Science</b></p>  <p><b>Puts the S in STEM!</b></p>	<p>In Science this term we will be learning about Rocks. The unit covers types of rocks, both natural and man-made, how different rocks are formed and progresses towards investigation, fossils and includes a case study of Mary Anning. We will link in our science learning with English skills such as writing a factual non-chronological report and recounting an investigation including recording predictions and evaluations. Children will also use the outside learning area to support their learning in this topic.</p> <p>The second half of the term we are studying electricity and children will be able to build and explain simple circuits, name electrical insulators and conductors and describe the purpose and function of various elements within a circuit such as a switch.</p>

	Throughout the topics, the STEM skills of Problem Solving, Creativity, Inquiry, Observation, Flexibility and Collaboration will be at the forefront of the teaching and learning sequence.
<b>How you can help</b> 	Encourage your child to find out information using non-fiction books and the internet. Talk about the topic they are learning about in school. If you want to find out more visit the local library with your child and research books on the topic. Our class web page will be updated with useful sources of information and relevant web links. The BBC website also has a good range of media clips and games.
<b>Topic Work Including History/Geography</b>	This term our topic name is 'Extreme Earth' (Tremors). Our learning in this topic will be weaved throughout all our core subjects and will be taught through an integrated approach to deepen the children's understanding and retention of knowledge in this topic. This exciting topic ties in very closely with our science and will give children an in depth understanding of the awe-inspiring power of natural events such as volcanoes, earthquakes, tsunamis and land formations. We will study the human and physical geography of such events and discuss the potential impact on humans and the environment. Within the scope of the learning content there are a number of STEM based activities such as practical DT building projects and computing opportunities based around coding and research and multi-media presentations.
<b>Art, Music and Design Technology</b>   Puts the T, and the E in STEM!	<p>In Art, we will be using art and design techniques to create a model volcano. This will incorporate the design and technology process of planning, creating and evaluating. We will become familiar with a variety of materials, assessing their fitness for purpose and will learn how to model in Papier Mache.</p> <p>In music, we will be following the Charanga Unit: "Stop!" - the unit explores the modern genre of Grime and carries a strong anti-bullying message. We will explore vocal techniques including pitch and tone. Year 4 will continue learning to play a brass instrument under specialist tuition.</p> <p>In Design and Technology, we will be using construction as part of the Design Technology cycle to plan, create and evaluate our constructions. We will have the chance to build structure such as bridges and buildings, as well as model of phenomena such as volcanoes. These lessons are planned to develop the key STEM skills which are driving our curriculum.</p>
<b>PE</b> 	<p>Linking to our topic, we will also explore dance related to Earth's natural disasters using our bodies to represent these phenomena accompanied by music.</p> <p>In addition to structured PE lessons, we will continue to take part in the Daily Mile initiative to promote fitness and mental wellbeing. Later in the term, when the weather hopefully improves, we will be developing our athletics skills.</p> <p>Please ensure that your child has a PE kit in school from Monday to Friday. The children may be going outside and will need suitable outside kit</p>






**Commented [SM1]:** check out the dream team #collaboration

**Commented [JG2R1]:** haha

**Commented [SM3R1]:** easier to chat on here, took me a while to notice the big CAPS and yellow highlights

**Commented [JG4R1]:** are you ok to finish the rest now? I did computing as well

**Commented [SM5R1]:** yeah, no probs, thanks

	including trainers or plimsolls. <b>Please remember that earrings must be removed by your child before taking part in PE lessons.</b>
<b>PSHEE</b> 	We will be continuing to cover aspects of health and well-being in PSHEE lessons. This will involve continued exposure to our school rules 'Ready, Respectful, Safe' to ensure we are in the best possible position to learn. We will also be learning about the importance of fostering resilience towards our learning and developing strategies to help ourselves. We will also have some lessons on friendships and what makes a good friend.
<b>RE and Collective Worship</b> 	Our Collective Worship Programme for this term is as follows Monday – Whole School – Virtue of the week Tuesday – Whole School- Open the Book Collective Worship led by the Church Groups from the Church of the Holy Spirit and Derriford Church Wednesday – Class Collective Worship – Thought for the Day Thursday – Whole School Singing Collective Worship Friday – Whole School Celebration Collective Worship or Class Assembly Our theme for R.E. this term will incorporate aspects of Christian, Jewish, Hindu and Muslim religions, focusing of how their individual festivals demonstrate what is important within the respective faith systems.
<b>Computing</b>  Puts the T in STEM also!	In computing, we will be continuing learning how to code, mainly using scratch and code.org programmes. This will involve creating sequences and then revising and editing them to achieve our intended purpose. We will also be adding sound, text and loop functions into our codes. We will continue using technology throughout the curriculum to assist us with our learning and will be refining our skills in Microsoft word and Microsoft Powerpoint. The importance of e-safety and using technology responsibly will be taught throughout everything we do.
<b>French</b> 	In French we will be using the i-language programme to build on our French knowledge. This will include learning and revising animal names, colours and simple greetings as well as numbers, months and days. This will be practised through games and songs and will also be embedded in the class day, such as encouraging children to ask for things and answer the register in French. Our main focus for new language this term will be simple instructions and geographical features.
<b>Ready, Respectful, Safe</b> 	Our school rules are based on Ready, Respectful, Safe. Please refer to the 'Managing and Supporting Positive Behaviour Policy' for additional information about behaviour expectations at Oakwood. Children can earn 'coins' as part of our Treasure Chest Reward system. These can be saved and exchanged for rewards.

In addition, children should bring their reading books, reading diary and book bag to school each day. Each child has a reading scheme book to take home which will be changed once completed. Please sign the reading diary when you have listened to your child read at home. Children who do not have their reading diary signed will be asked to read during other times of the school day. Homework will be set on a Friday and is due in by the following Thursday.

Please ensure that children do not bring unnecessarily large school bags or pencil cases. Space in the pods is limited and we are trying to minimise the potential risk caused by clutter.  
Please refer to the dates section of the newsletter for further information about school events this term.

Thank you for your continued support.  
Mr Mann, Miss Glynn and Miss Sherrell

Commented [JS6]: